



Connor Downs
Academy

Connor Downs Academy

Head of School: Mrs J Eddy



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Year 3

Autumn Term 2025

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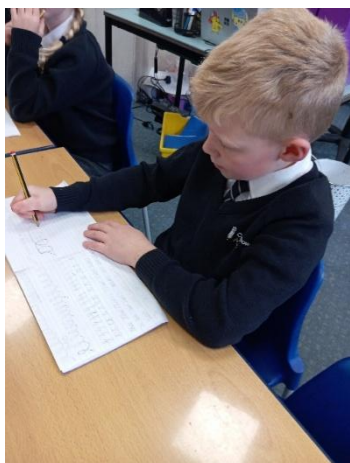
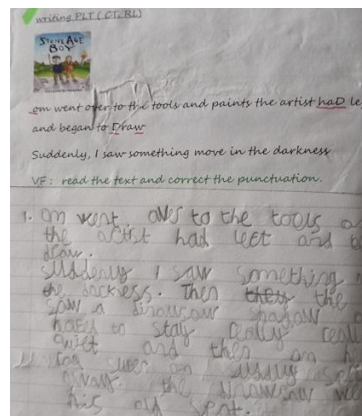
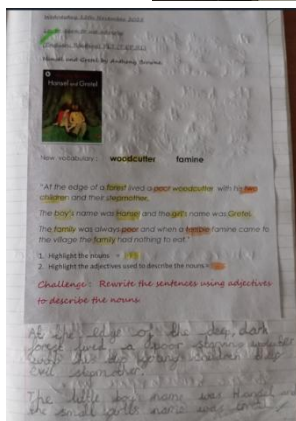
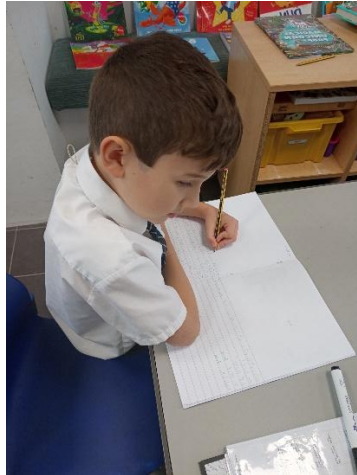
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English

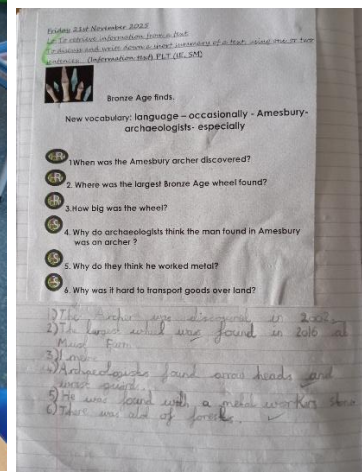
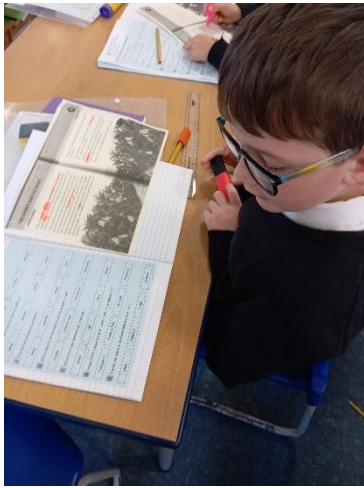
In English this term, year 3 have really enjoyed listening to their class story books: Stone Age Boy by Satoshi Kitamura, Hansel and Gretel re-written by Anthony Browne and also 'Babe the Sheep Pig' by Dick King Smith.

The children analysed the text in both Stone Age Boy and Hansel and Gretel, looking at the grammar of words used by the authors, such as adjectives, verbs and adverbs. Then the children learned how to write descriptive passages using their own exciting vocabulary.



During this term, Year 3 have been learning how to mark and edit their written work. They have used dictionaries to edit spelling and to find the meaning of words and make improvements to their writing.

The children really show enthusiasm for reading books and also comprehension. The class have read and answered questions on a range of texts. It has been great to see the children acquire skills in retrieval, use of vocabulary and finding the inference in our Vipers comprehension text on subjects such as Remembrance, Countries of the World and Bronze Age life.

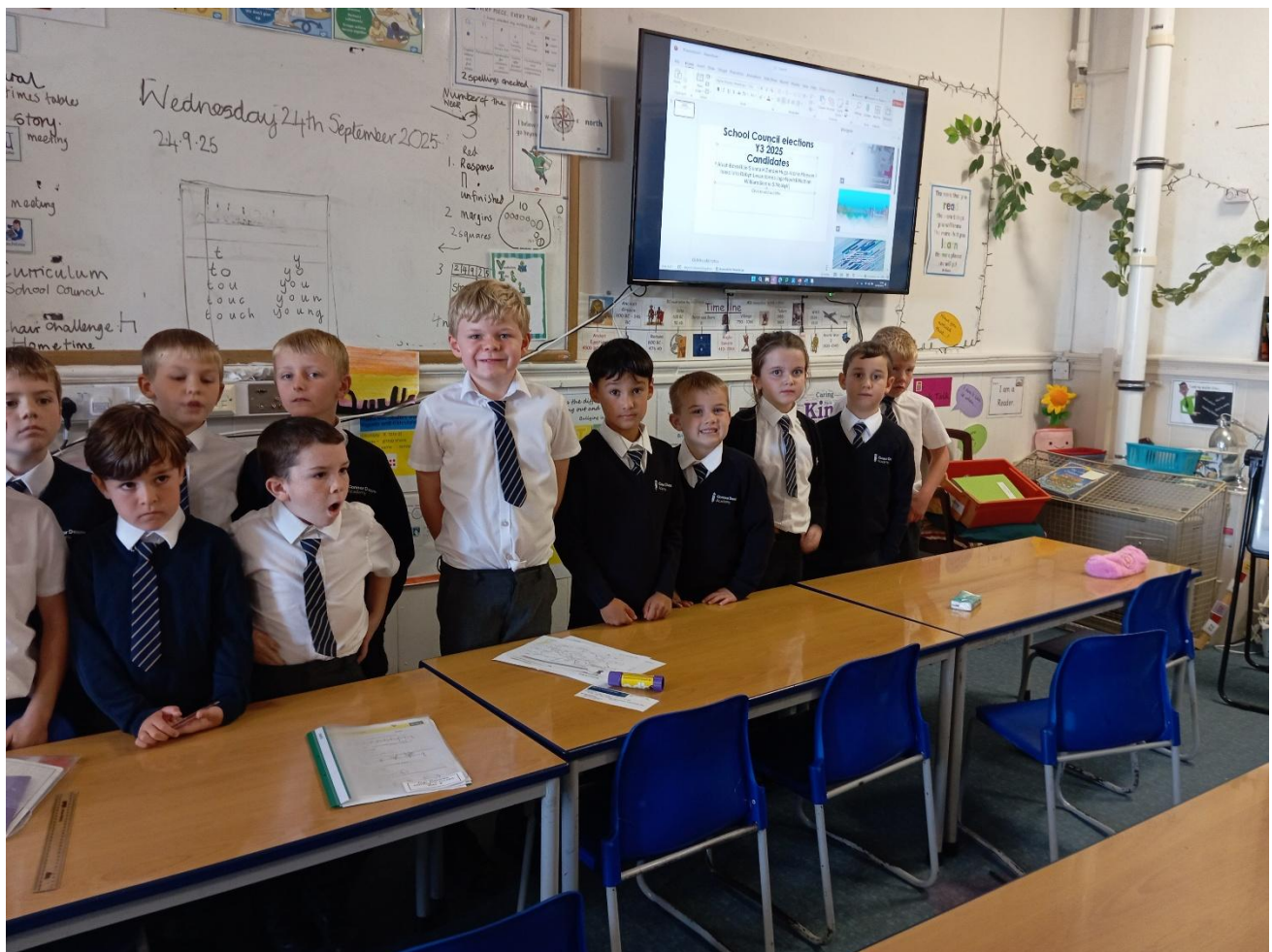


Speaking and listening was very successful in the school council elections.

It was fantastic to see so many children putting themselves forward for election in class. They explained to their peers why they would like to be voted as a school councillor with very thoughtful and mature reasons.

For example, improving the play equipment or adding new games to include all their friends at playtime and even adding healthy ideas for the school lunch menu.

Well done to all of the children who took part in the process of election and our new Year 3 school councillors Robyn and William.





Maths

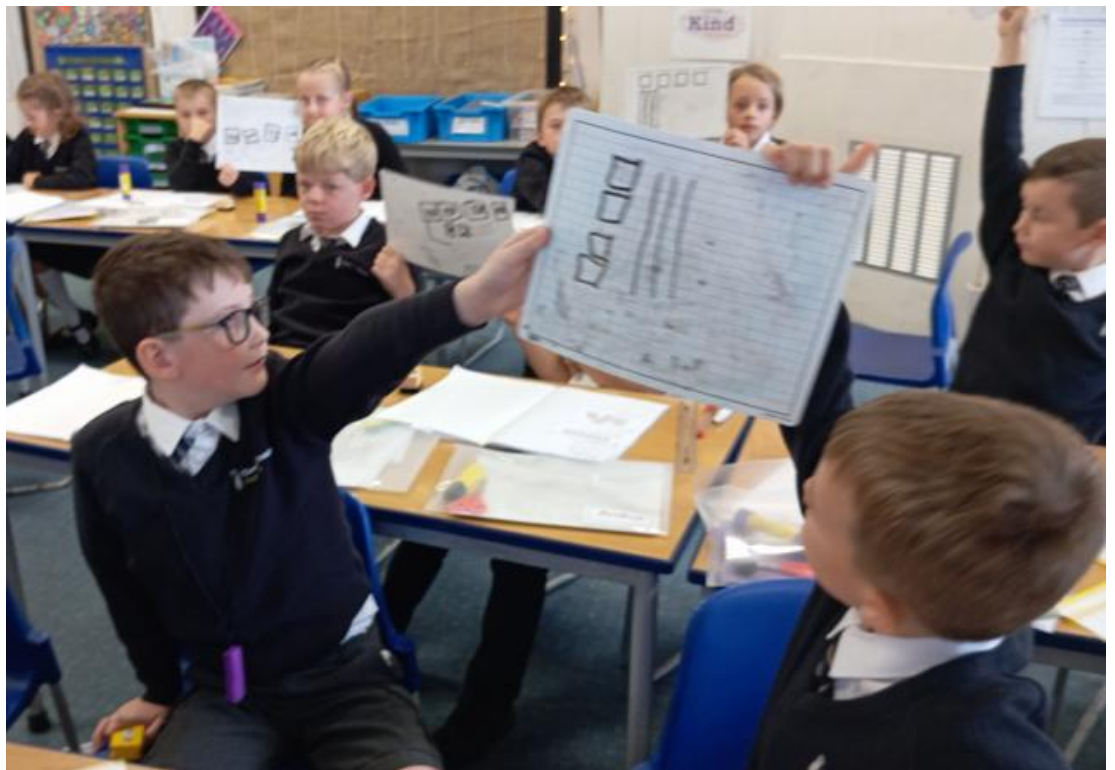
Maths begins our day, as the children arrive in the morning with Spiral Maths.

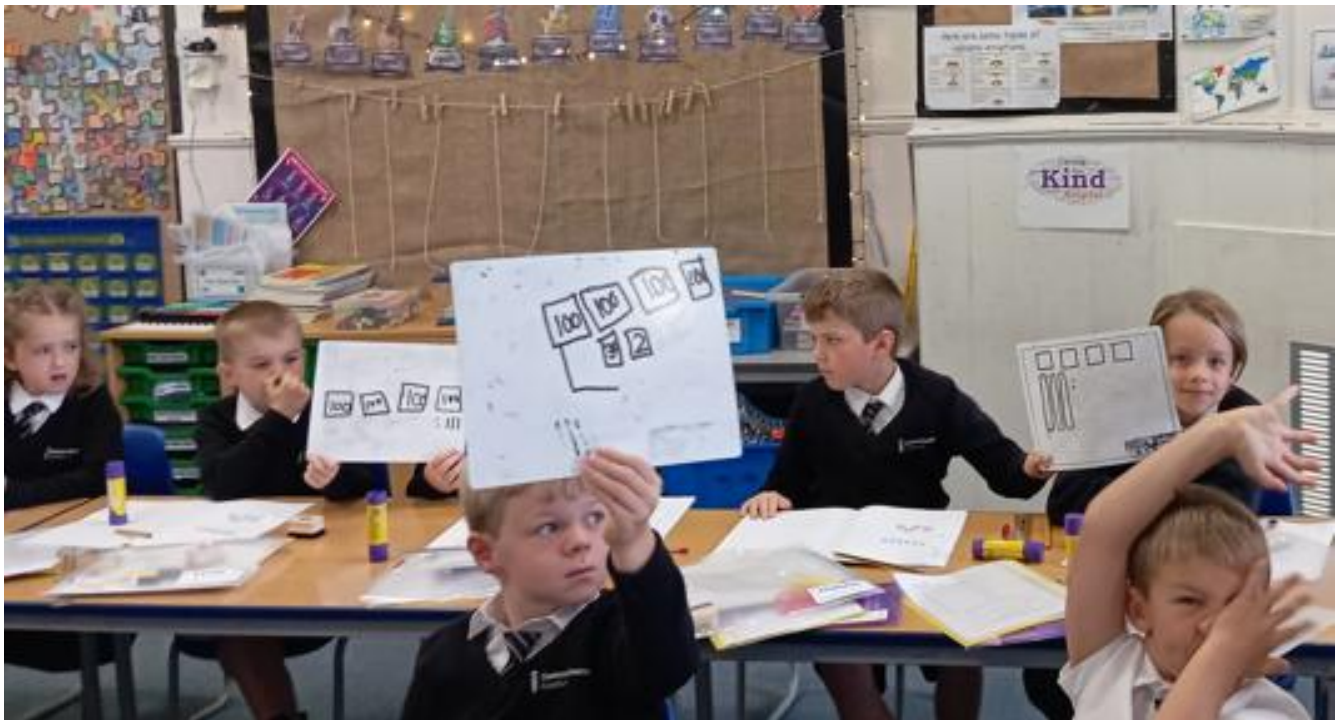
During Spiral Maths, the children revise a range of number facts which really helps them in their main White Rose lesson. Year 3 are always keen to answer questions and share their calculations as we mark the work together.

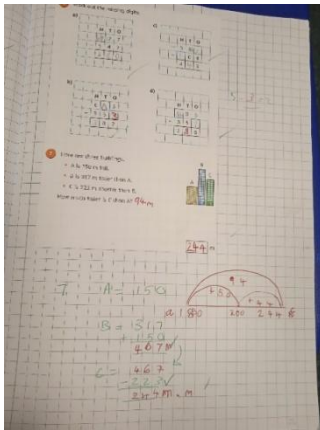
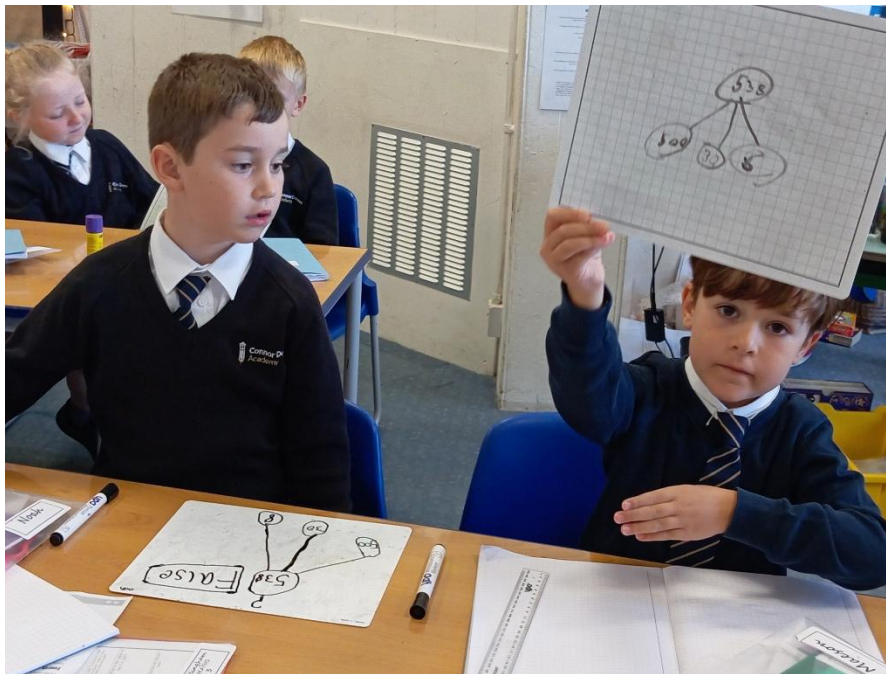
Following Spiral maths, the children learn their times tables. It is brilliant to see their progress in knowledge when revising the 2-, 5- and 10-times tables and learning 4- and 8-times tables.

In White Rose maths we have explored using visual images of place value counters, Base 10, and number lines to deepen the children's knowledge before learning how to add ones, tens, and hundreds to a 3-digit number.

Later in the term, year 3 learned how to add and subtract using the written column method. The children's place value knowledge and skill in writing numbers in ODOS, (one digit in one square) really helped us to get the correct answers.



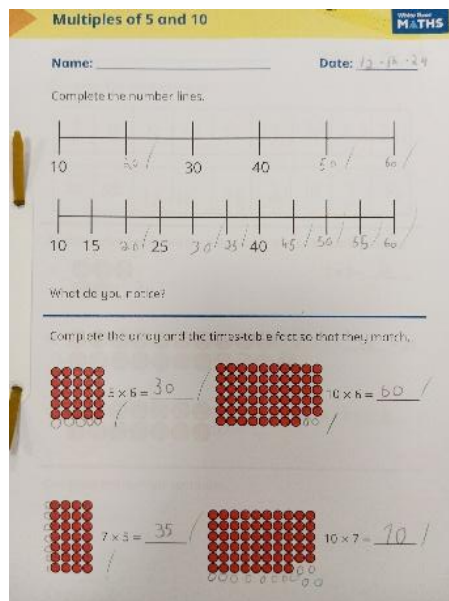
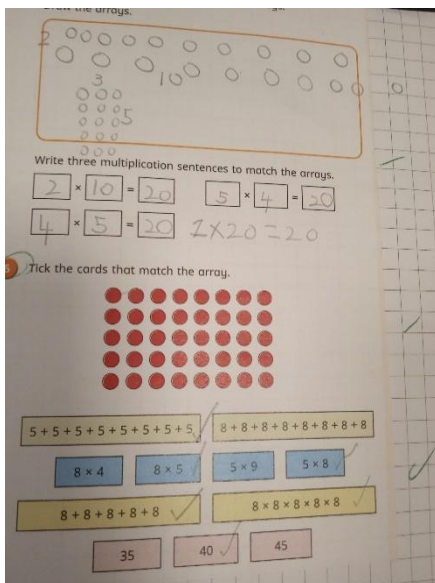




In multiplication lessons this half term, the children have been revising their knowledge of grouping and sharing with arrays to support learning of the 3-, 4- and 8-times tables.

Singing the tables, is really making a difference to the children's knowledge and quick recall of facts. The children show great enthusiasm for learning their times tables online with TT Rock stars and Sumdog.

The children also enjoy practicing their skills in their Arithmetic book each day.



History

Our history lessons have been very exciting this term while learning about Stone Age life. We looked at how long the Stone Age period was and how it is separated into different eras of Palaeolithic, Mesolithic and Neolithic. The children were fascinated to learn how the stone age people discovered how to make bronze and iron tools and weapons.

Enquiry Question 1: Who were the early humans and what was the Palaeolithic period?

Vocabulary: Prehistory - Palaeolithic - Stone Age

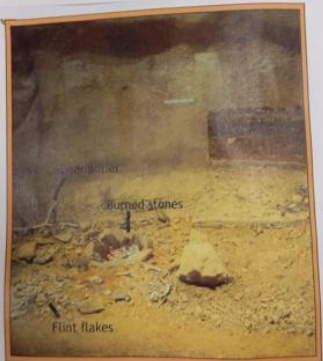
Key lesson knowledge:

- To understand how the Stone Age is split into different time periods.

Prehistory Timeline

Stone Age	Bronze Age	Iron Age
Palaeolithic	Mesolithic	Neolithic

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Someone was butchering cows. True ☐ False ☒

There was a fire that people were sitting around. True ☒ False ☐

Deer antlers had been collected. True ☒ False ☐

Someone was flaking flint. True ☒ False ☐

Write a sentence to describe what you think happened in the cave:
 The people were living in the cave and they were using tools to hunt and make things.

Enquiry Question 5: How did people live in the Iron Age?

Vocabulary: Iron age Romans Greek travel

Key lesson knowledge:

- To know that Roman and Greek travellers came to Britain and wrote down what they saw.

Prehistory Timeline

Stone Age	Bronze Age	Iron Age
Palaeolithic	Mesolithic	Neolithic

- All men have beards. True ☐ False ☒
- Nobles have moustaches that grow over their mouths. True ☒ False ☐
- People sit on the floor to eat. True ☒ False ☐
- People sit on lion furs when they sit on the floor. True ☐ False ☒
- Only girls serve adults their food of mealtimes. True ☐ False ☒
- People cool their meat in cauldrons or on spits. True ☐ False ☒
- People wear silver jewellery. True ☐ False ☒
- People dye their clothes. True ☒ False ☐
- People usually cut their hair short. True ☐ False ☒
- People sleep in beds. True ☐ False ☒
- They eat lots of different foods, especially pork. True ☐ False ☒
- They live in square houses with tile roofs. True ☐ False ☒

Enquiry Question 3: How did people live in the Neolithic period?

Vocabulary: Mesolithic - Neolithic - agriculture - crops - livestock - Stonehenge

Key lesson knowledge

- Know where and when agriculture was developed.
- Know when people in Britain started farming?
- Know what Stonehenge is and how it was built.

- In what period of the Stone Age was Stonehenge built?
- What are the two types of stones called that were used to make Stonehenge?
- In what year were the first stones put up at Stonehenge?
- Where is Stonehenge?


What does Stonehenge look like today? Draw a picture in:

1) Neolithic period

2) Salisbury

3) 2,500 BC

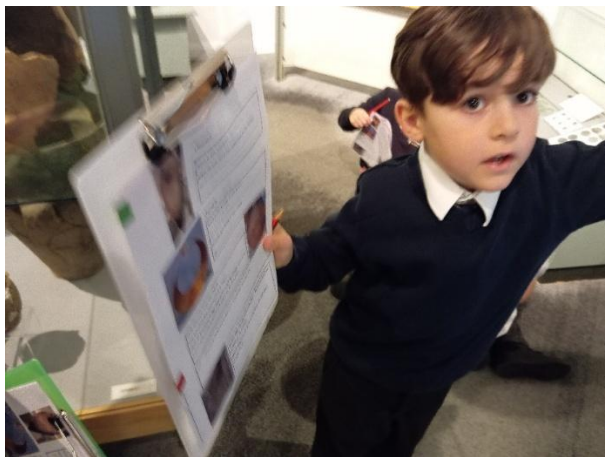
4) Wiltshire

5) 

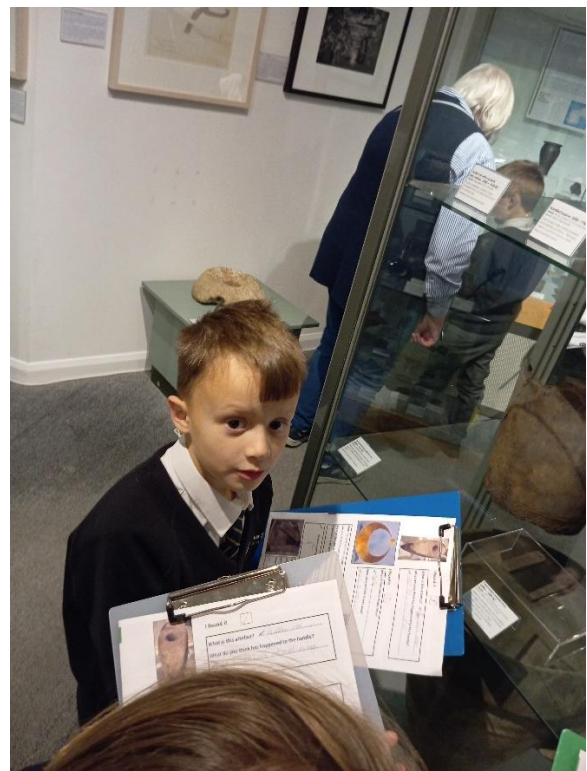
Year 3 had a fantastic day at Penlee Museum. They participated in a Stone age to Iron age workshop, which involved learning about the chronology of the Stone Age period on a timeline and researching artefacts in the museum.

The children were excited to handle replicas of stone age pots and tools before making their own iron age pinch pot and embossed copper badge.





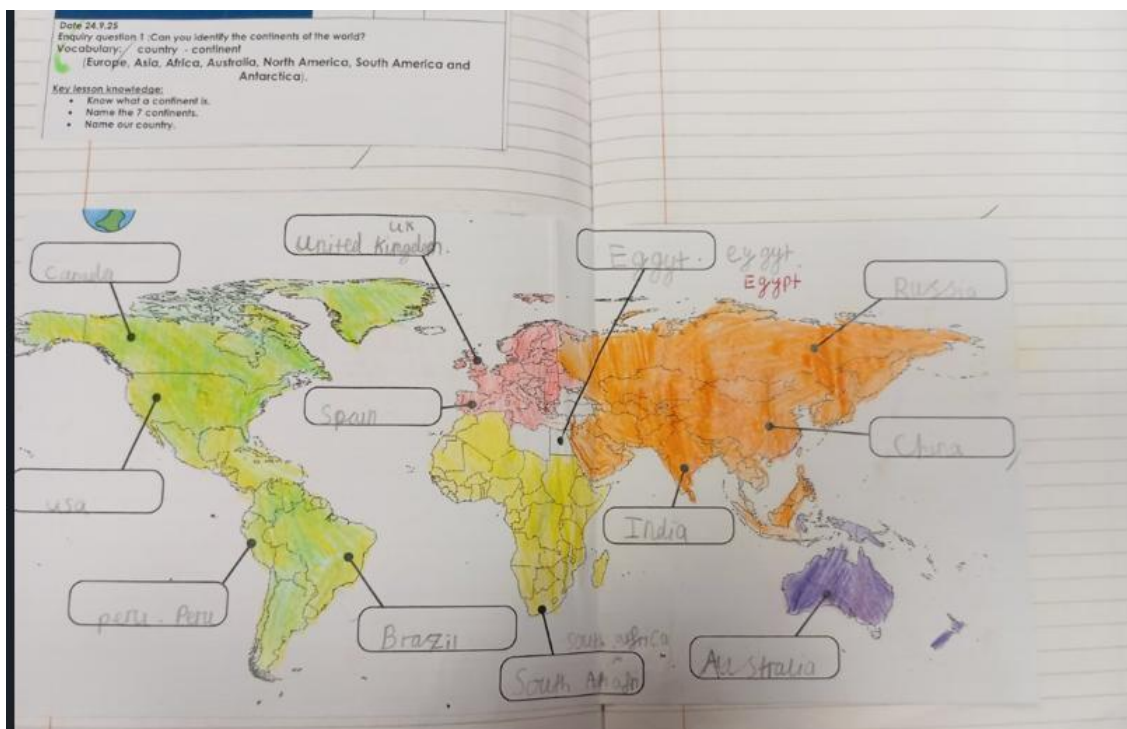






Geography

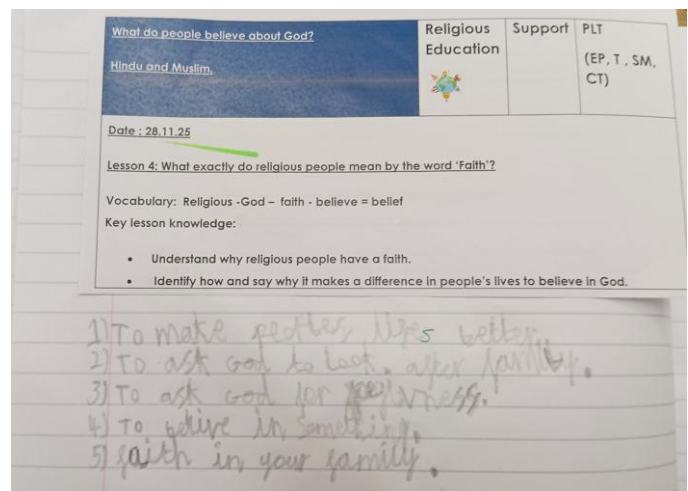
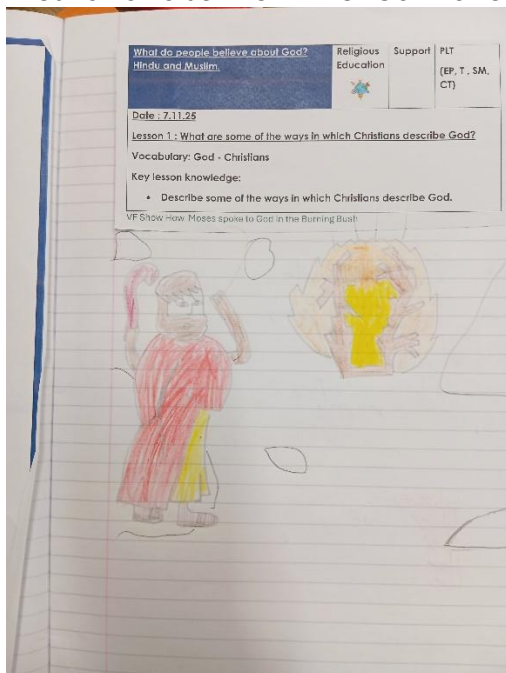
Geography brought excitement as the children learned to use atlases to find the different continents and countries of the world. The children were so interested in the atlases they can often be seen reading them in reading for pleasure sessions. The children have compared the physical and human features of countries such as Spain and Russia.





Religious Education

In religious education, year 3 have learned about the Christian creation story in the Bible. The children discussed the actions of Adam and Eve and how they were tempted by the snake in the garden of Eden. We thought about how God's rules help Christians live their everyday lives and also how we can avoid temptation and make the right choice in school.



Later in the term the children learned more about God as a creator in the Hindu and Muslim religion.

Science

In science the class have learned about healthy eating and the importance of eating a balanced diet. There was lots of discussion as they learned about the healthy eating food pyramid. It was great to hear the children share their knowledge and use vocabulary such as carbohydrate and protein when taking part in Aspens Healthy Eating workshop.



















The children continued the theme learning about vertebrates, invertebrates and the names of bones in the human skeleton.

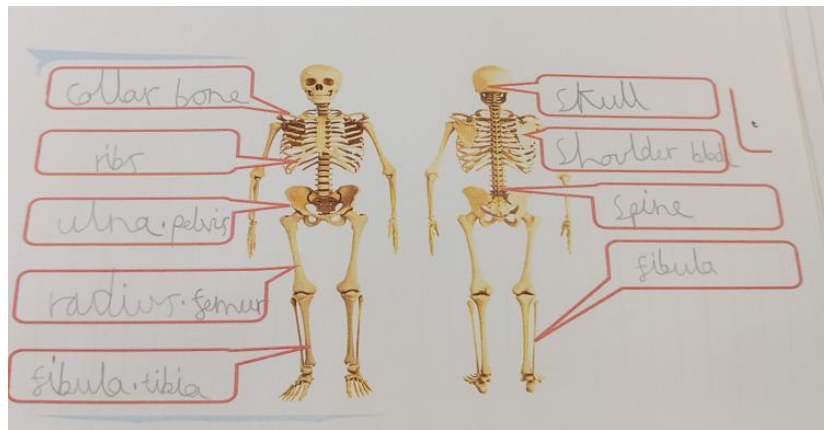


Lesson 8. To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported.

Vocabulary:
protect – skeleton – organs – internal – external vertebrates- invertebrate-

Key lesson knowledge, skills:

SNAIL 	<input type="checkbox"/> I have a skeleton inside my body. <input type="checkbox"/> I have a skeleton outside my body. <input type="checkbox"/> I have a shell to protect my body.
FISH 	<input type="checkbox"/> My skin is hard which protects my body. <input type="checkbox"/> I have a skeleton to protect my body. <input type="checkbox"/> I don't need any protection.
CRAB 	<input type="checkbox"/> I have a skeleton inside my body. <input type="checkbox"/> I have an outer skeleton, like armour. <input type="checkbox"/> I have a shell to protect my body.
DOG 	<input type="checkbox"/> My skeleton is outside my body. <input type="checkbox"/> I have a shell that protects me. <input checked="" type="checkbox"/> I have a skeleton inside my body.
WORM 	<input type="checkbox"/> I have a skeleton inside my body. <input type="checkbox"/> I have a shell to protect me. <input type="checkbox"/> I have nothing to protect me.
SPIDER 	<input checked="" type="checkbox"/> My skeleton is outside my body. <input type="checkbox"/> I have a shell that protects me. <input type="checkbox"/> I have a skeleton inside my body.



Our next theme in science was Rocks Fossils and Soil. We began by searching for natural and man-made rocks in the school environment.



Later in the term the children were excited to study and sort rock samples.



The learning continued, with investigations into testing the durability of granite and sandstone rock and exploring the texture and moisture of different soils.



Physical Education

In the first half of the term, the children learned the skills to play netball. They learned and practised passing, receiving, moving, create space, keeping possession, scoring and shooting.





During the second half of the term, the children learned about gymnastics – symmetrical and asymmetrical balances and movements. They also began to create sequences, thinking about flow and moving like a champion gymnast.





Music

In Music this term, the children learned to sing and play the glockenspiel for 'Let Your Spirit Fly' by Joanna Mangona in the first half of the term and then Christmas arrived after half term. The children worked really hard to learn the lyrics for the Christmas song from Noel! In order to perform them to you. We hope you enjoyed their performance.

During each music lesson, the children listened to a range of songs and decided whether they liked them or not. They used the interrelated dimensions of music – pulse, rhythm, pitch (high and low sounds), tempo (speed of the music) and dynamics (how loud or quiet) - to explain why they did or did not like each piece they listened to.





In the second half of the term, as well as learning the songs for our amazing carol concert: 'Noel', we also learned to play songs on the glockenspiels. We began by using the note D in the songs then included the note E and ended the unit by playing songs with notes D, E and F.



It has been great to see the children's confidence grow as they practiced for the KS2 Carol Concert and lovely to see them feel proud as they sang the carols off by heart.

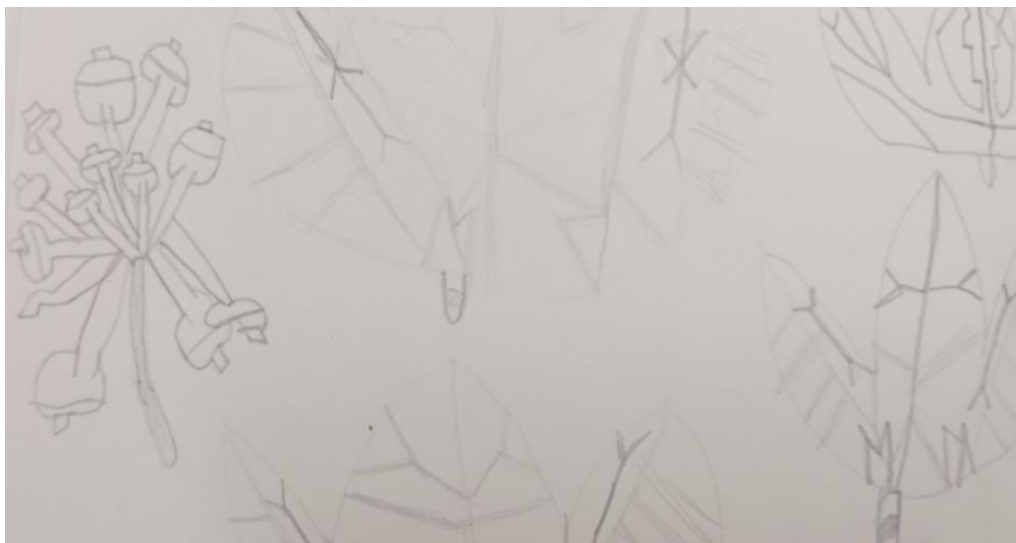


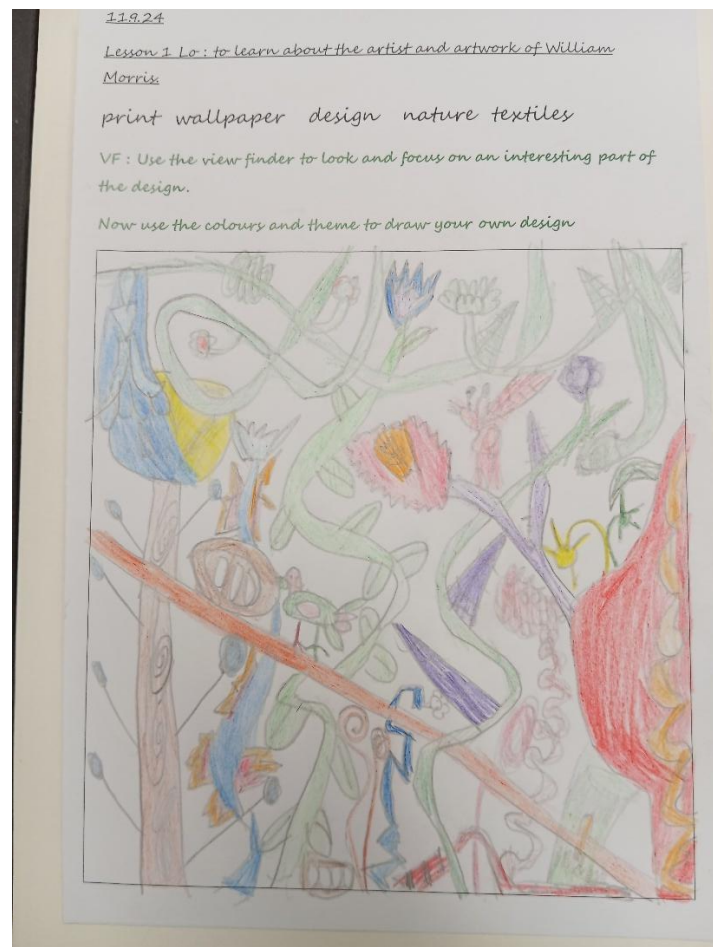
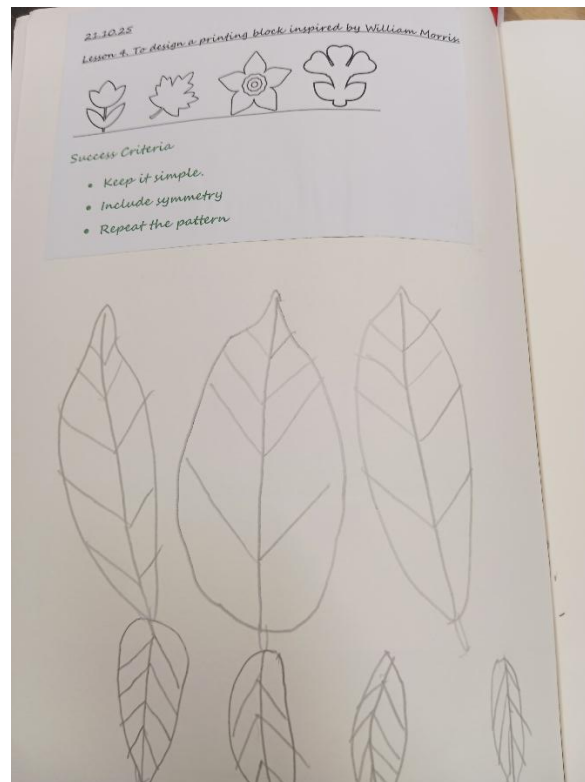
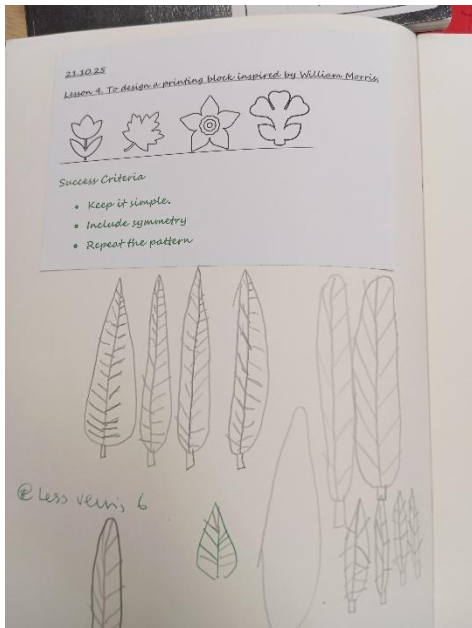
Art & Design

Drawing has been the focus in art, with the class developing their skill in mark making and sketching still life objects while learning about the artist and craftsman: William Morris.

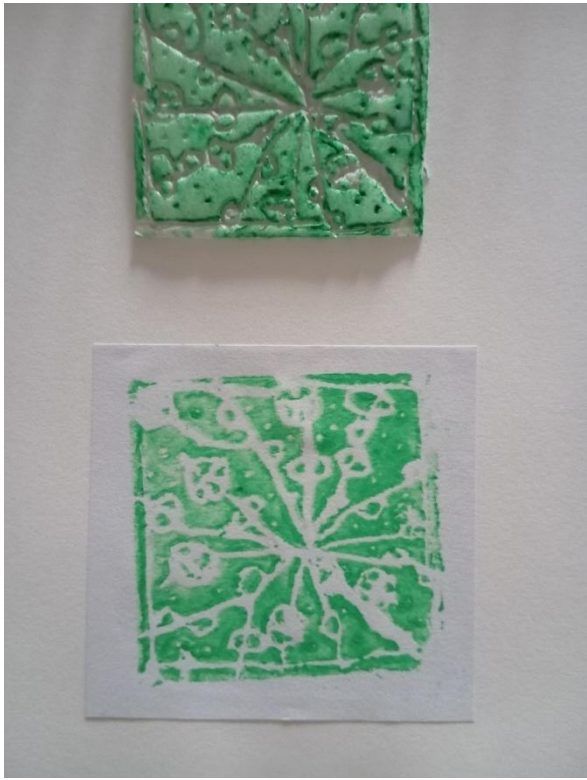


The children learnt how William Morris made wallpaper and textiles before creating their own print tile from a leaf drawing. The class were really involved in the process of printing and delighted with the results as they peeled away the paper to reveal the print.









During our visit to Penlee Museum the children were treated to a visit to the gallery where they were amazed to see paintings and clay work created by famous Cornish artists such as Stanhope Forbes his wife Elizabeth and Nortman Garstin.





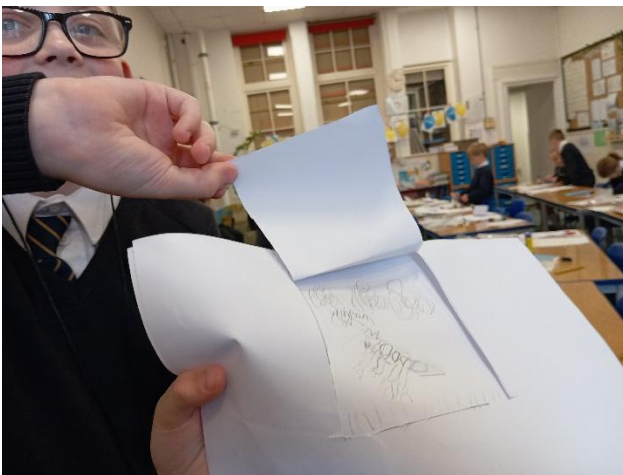
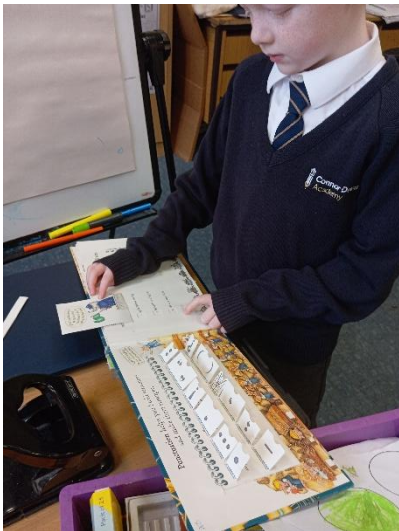


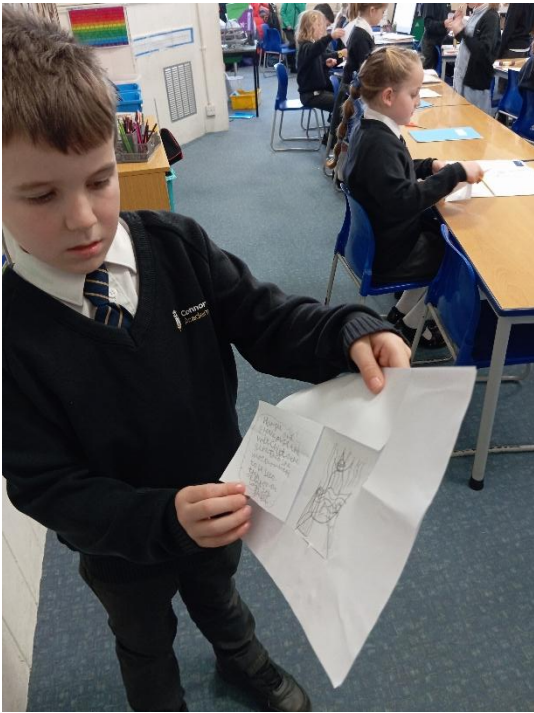
The design brief for the Christmas Fair was to make a Christmas decoration to hang on a tree. The children developed their fine motor skills, folding and cutting to create their trees. Once assembled into a 3d tree the children were keen to decorate them.



Design Technology

Book Creators was the theme for Design Technology. The children began by looking at examples of pop-up books. They considered how the different pop up mechanism worked before learning new skills to make a window flap, pop out and concertina mechanisms.





Computing

This term in Computing, Year 3 have been learning about Book Creator – a digital book. They learned how to access the program and create their own digital book. In their book, they typed sentences and added pictures about The Stone Age.

During the second half of the term, the children moved on to learning about programming using Scratch. The children learned how events and actions were created by using different programming blocks.

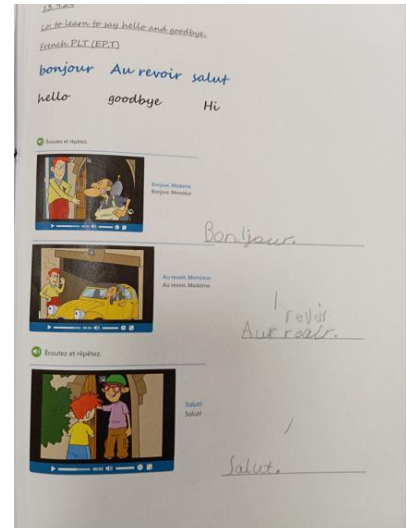


French

In French, the children have been enjoying Rigolo lessons, listening to a French teacher speak and learning to say greeting such a: hello, goodbye and How are you?

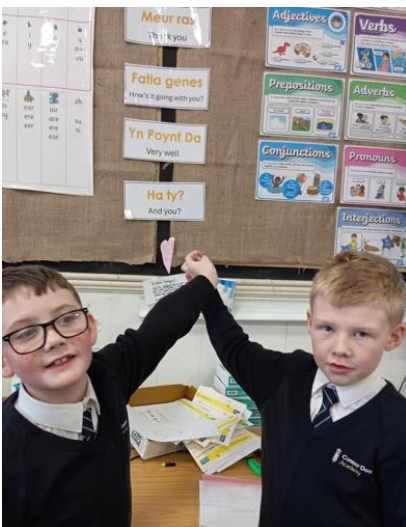


Ça va?
Oui, ça va bien.



Go

Go Cornish



Year 3 have fun each day when answering the register and dinner register. They have been learning how to say please :Mar pleg and Meur ras , which means thank you.

PSHE

In Scarf lessons, the children have worked in teams and groups to work together on the theme of: Me and My Relationships and Valuing Differences. The children have played games together and had great discussions about celebrating, respecting and valuing the differences in each other.



